**Whole School Approach Principles and Examples of Actions**

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| **Whole School Approach Principle** | **Examples of Actions** |
| Leadership and management that supports and champions efforts to promote emotional health and wellbeing | * Have a named member of the leadership team responsible for emotional wellbeing and promoting resilience * School commitment through SIP to develop emotional wellbeing / resilience of all pupils * Establish a wellbeing/resilience team * Wellbeing and resilience are a focus during staff meetings (repeated agenda item) * Promote support for staff and encourage positive staff wellbeing * Mental Health and Wellbeing policy developed and on school website * Staff coaching and development during Inset / staff and team meetings * Senior leaders visible within the school as a point of contact * Whole school assemblies and curriculum with a wellbeing / resilience focus |
| Curriculum, teaching and learning to promote resilience and support social and emotional learning | * Review PSHE curriculum and value * Assign designated PSHE coordinator role, with responsibility for training staff to deliver PSHE curriculum with resilience, mental health, wellbeing and social skills focus * Sports and social clubs offered across the school day and beyond * Targeted mindfulness sessions for students * Farm/agriculture schooling for identified students * Staff trained for working with Children in Care affected by trauma * Spiritual, moral, social and cultural development required within all lessons and included into observation criteria * Staff work with students to enhance the curriculum and challenge mental health stigma |
| Enabling student voice to influence decisions | * Ensure there is student voice within the school (through school council / ambassadors / student voice group / prefects, etc.) * Pupil survey * Pupil check in / check out each day * Encourage students to apply for a Pay It Forward grant to bring their projects to life * Feedback / worry boxes * School initiatives - ensure students are involved in voicing their ideas and ideas are seen through, e.g. setting up a safe space, running a wellbeing group, wellbeing event, etc. * Celebration assemblies led by students |
| Staff development to support their own wellbeing and that of students | * New staff inductions include resilience and emotional wellbeing focus * Staff are aware of support resources available * Wellbeing sessions * Meeting / marking schedule review * Staff survey * Recognition awards for staff * Access to mental health training for all staff * Wellbeing discussed and promoted for staff within the school * Staff have opportunity to attend appropriate training * Staff Development days / staff meetings include wellbeing focus for both staff and to use with students |
| Identifying need and monitoring impact of interventions | * Consider the school system of identifying vulnerable students * Consider validated wellbeing / behaviour measures/ assessments e.g. Boxall profile, Leuven Wellbeing and Involvement, WEMWBs, SDQs etc. * Whole staff commitment to identification (team meetings, policy implementation, etc.) * Needs of students are communicated efficiently with staff, if appropriate * Changes in behaviour reported by staff, students, or peers * Resilience Conversation and Self-Reflection tools are used between students and staff to gain an overview of students’ needs and strengths * Develop interventions spreadsheet/database for monitoring * Establish a personalised reintegration programme for school refusers |
| Working with parents/carers | * Open door coffee mornings with school staff / agencies * Develop parent classes / information / training around emotional wellbeing and mental health * Feedback / worry boxes / newsletter * Parent survey * Opportunities for wellbeing discussions at parents’ evenings * Parent governor position with wellbeing insight on board of governors * Parent app for updates * Consultation days for vulnerable pupils * Social media / website celebration page * Develop wellbeing signposting on parent section of website |
| Targeted support and appropriate referral | * Map targeted support available in the local area * Key staff receive domestic abuse information from Operation Encompass * Develop awareness assemblies on certain topics * Work with other local schools to make links with external agencies * Collaborate with link Early Help worker for local knowledge * Create a community of practice including local community organisations |
| An ethos and environment that promotes respect and values diversity | * Identify and train peer mentors and implement scheme * Develop a safe space for students to access * The role of the form tutor is valued and celebrated * School values / policies are embedded into curriculum / teaching / staff / student expectations. * Lesson audit based on diversity and resilience (celebrating difference and cultures / cultural trips / embedded consistently in lessons, not just sporadically across the school year) * Praise / recognition for students and staff (celebration assemblies, awards, etc.) * Displays around school, in reception, in form rooms, canteens, etc. reflect a school that cares about its community’s wellbeing, not just academic success. * Evident links between school and wider community, across different age groups |